

R H FULMER MIDDLE

1614 Walterboro Street
West Columbia, SC 29170

GRADES 6-8 Middle School

ENROLLMENT 682 Students

PRINCIPAL Lisa L. Foster

803-822-5660

SUPERINTENDENT Barry F. Bolen

803-739-8399

BOARD CHAIR Jerry S. Chitty

803-796-4708

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

0

16

24

6

0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

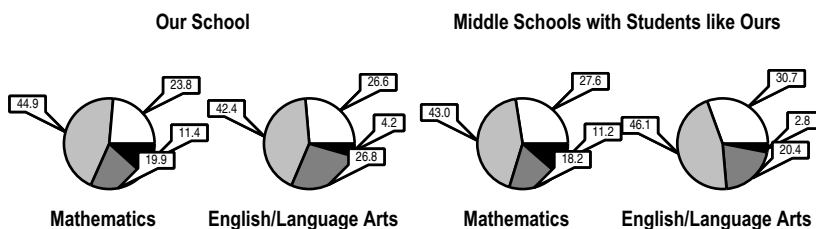
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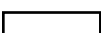
WWW.MYSCSCHOOLS.COM

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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Below Average	N/A
2003	Good	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	45	189	166
Percent satisfied with learning environment	88.6%	75.5%	78.2%
Percent satisfied with social and physical environment	88.9%	80.9%	65.6%
Percent satisfied with home-school relations	54.5%	85.2%	78.2%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	645	98.8	26.6	42.4	26.8	4.2	31.0	17.6
Gender								
Male	311	98.4	34.0	44.2	19.3	2.5	21.8	17.6
Female	334	99.1	19.7	40.8	33.7	5.8	39.5	17.6
Racial/Ethnic Group								
White	459	99.1	22.1	42.2	31.2	4.4	35.7	17.6
African-American	168	98.2	39.1	44.4	14.6	2.0	16.6	17.6
Asian/Pacific Islander	7	85.7	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	8	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	560	98.8	20.7	43.6	30.9	4.9	35.7	17.6
Disabled	85	98.8	63.4	35.4	1.2	N/A	1.2	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	645	98.8	26.6	42.4	26.8	4.2	31.0	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	645	98.8	25.8	42.7	27.2	4.3	31.5	17.6
Socio-Economic Status								
Subsidized meals	278	99.6	34.8	45.3	16.8	3.1	19.9	17.6
Full-pay meals	366	98.1	20.4	40.2	34.3	5.0	39.3	17.6
Mathematics								
All students	645	99.4	23.8	44.9	19.9	11.4	31.3	15.5
Gender								
Male	311	99.0	25.9	40.6	22.4	11.2	33.6	15.5
Female	334	99.7	21.9	48.9	17.7	11.6	29.3	15.5
Racial/Ethnic Group								
White	459	99.3	18.8	45.5	22.0	13.7	35.7	15.5
African-American	168	99.4	39.7	43.0	12.6	4.6	17.2	15.5
Asian/Pacific Islander	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	8	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	560	99.5	17.3	47.0	22.5	13.2	35.7	15.5
Disabled	85	98.8	64.6	31.7	3.7	N/A	3.7	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	645	99.4	23.8	44.9	19.9	11.4	31.3	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	645	99.4	23.1	45.1	20.2	11.6	31.8	15.5
Socio-Economic Status								
Subsidized meals	278	100.0	34.2	45.9	14.8	5.1	19.8	15.5
Full-pay meals	366	99.2	15.9	44.1	23.8	16.2	40.0	15.5

Abbreviations for Missing Data

N/A Not Applicable **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	199	N/A	31.7	37.2	23.1	8.0	31.2
	Grade 7	209	N/A	24.4	45.0	27.8	2.9	30.6
	Grade 8	220	N/A	18.0	46.1	30.4	5.5	35.9
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	217	98.6	29.9	30.8	29.9	9.5	39.3
	Grade 7	205	99.0	25.5	43.8	29.2	1.6	30.7
	Grade 8	223	98.7	24.4	52.7	21.4	1.5	22.9

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	199	N/A	24.1	41.7	21.1	13.1	34.2
	Grade 7	209	N/A	26.4	38.9	20.2	14.4	34.6
	Grade 8	220	N/A	18.9	45.6	21.2	14.3	35.5
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	217	99.5	21.8	33.7	28.7	15.8	44.6
	Grade 7	205	99.5	30.6	44.0	14.0	11.4	25.4
	Grade 8	223	99.1	19.3	56.9	16.8	6.9	23.8

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 682)				
Students enrolled in high school credit courses (grades 7 & 8)	15.0%	Down from 15.3%	16.2%	14.4%
Retention rate	2.2%	Down from 5.7%	2.3%	2.3%
Attendance rate	95.4%	Down from 95.8%	95.4%	95.2%
Eligible for gifted and talented	22.0%	Up from 21.7%	16.6%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	11.4%	Down from 13.8%	15.1%	14.1%
Older than usual for grade	3.4%	Up from 3.2%	4.9%	4.9%
Suspended or expelled	0.9%	Down from 2.3%	1.4%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 47)				
Teachers with advanced degrees	68.1%	Up from 66.0%	48.7%	47.1%
Continuing contract teachers	87.2%	Down from 92.0%	85.4%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	89.8%	Up from 89.1%	86.4%	84.3%
Teacher attendance rate	95.5%	Down from 96.5%	95.3%	95.0%
Average teacher salary	\$41,856	Up 3.8%	\$40,256	\$39,924
Prof. development days/teacher	9.4 days	Down from 11.3 days	10.3 days	10.7 days

School				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio	19.3 to 1	Down from 21.7 to 1	21.8 to 1	21.0 to 1
Prime instructional time	90.3%	Down from 91.7%	89.2%	88.9%
Dollars spent per pupil*	\$5,791	Up 6.6%	\$5,662	\$5,854
Percent spent on teacher salaries*	68.2%	Up from 66.1%	62.3%	62.0%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	87.9%	Down from 93.8%	94.5%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Guided by Fulmer Middle School's SACS School Improvement Plan, we have channeled the knowledge gained to focus on needed improvements for our students. We have continued to work on our school's three key objectives and continue Fulmer's challenging and diverse academic course offerings. In addition, students needing extra help were provided with small group, academic-specific instruction each day. Our school also entered into a five-year partnership grant with Benedict College to provide students for college and technical school planning and resources.

Students at our school are also required to complete a computer technology class each school year with an additional Industrial Technology Education credit before the end of their 8th grade year. Students are also given the opportunity to take the High School Keyboarding Proficiency Exam as 8th graders, which 96 of our students passed this school year. This year was also the first year in which the Algebra I end-of-course test was given to middle school students. An astounding 95% of our students passed this test. Fulmer has also made continuous improvements year-to-year in academic team placement with our Math Counts, Science Olympiad and Technology Student Association programs. Along with our well-developed curricular offerings, our co-curricular offerings continue to strengthen and expand. Once again our band, chorus, and strings programs all earned "Superior" ratings at both regional and state competitions. Students at Fulmer were also offered guitar and dulcimer classes this school year as part of their exploratory course choices. Our art and drama honors courses, as well as state and nationally recognized Industrial Technology Education and Technology Student Association Programs round out a balanced and extremely rewarding exploratory experience. Coupled with our focus on physical education and sports participation, 5 of 6 of our athletic teams finished 1st or tied for first in our district for the season. Our cheerleaders placed 4th in the Lake Murray Cheerleading Invitational that included many surrounding area schools. This year also marked an unprecedented number of our students taking part in high school athletics with representation on the wrestling, softball, boy's tennis, girl's and boy's soccer, and golf teams. In order to offer a middle school experience such as this one, a school must continue to hire and retain highly qualified and diversely talented people. Our staff continues to grow professionally by applying for National Board certification and pursuing advanced degrees and certification. Our staff not only formed a professional book club that focused on middle school readers, but branched off with another that delved into books for young, middle school readers.

With our school's ever-changing population and family needs, Fulmer Middle School is working to realize those needs and make plans to meet them. We believe that within the words of our school motto, "Together Everyone Achieves More," we are aligning our school to be the best it can be for our students, parents, teachers, and community.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.